A STUDY OF THE PERSPECTIVES OF STAKEHOLDERS TOWARDS IMPLEMENTATION OF HOLISTIC EDUCATION THROUGH HAPPINESS CURRICULUM

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY

by

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I hereby declare that the short synopsis entitled **A STUDY OF THE PERSPECTIVES OF STAKEHOLDERS TOWARDS IMPLEMENTATION OF HOLISTIC EDUCATION THROUGH HAPPINESS CURRICULUM** being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in the Department of Education and Humanities under the School of Education and Humanities of Manav Rachna University, Faridabad during the academic year 2024-25.

It is the work that is expected to be carried out under the supervision of **Dr. Savita Sharma**.

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ABSTRACT

Education is a key component for the personal and professional development of an individual but the traditional model of education has always focused on the grades and academics which often ignores the various elements of a person's/ learner's overall well-being. This is where education from a holistic perspective becomes significant. The holistic approach to education emphasizes on the overall development of an individual. Moreover, one of the main objectives of National Education Policy (NEP) 2020 is to transact the holistic education and to fulfill this motive, an initiative in the name of Happiness Curriculum has been implemented in the Government schools of Delhi. This study focuses on exploring the perspectives of stakeholders towards the implementation of Happiness Curriculum as a catalyst to holistic education. This study is descriptive in nature and a mixed method study.

This study aims to determine whether stakeholders associated with the Government schools are prepared to execute the Happiness curriculum and examine how they approach putting the material into practice. Further the study intends to analyse the difficulties faced by them while putting the Happiness Curriculum into application in the classroom.

The sample of the study would be selected through cluster formation. All Government schools of Delhi are divided into five districts by Directorate of Education. A total of 16 schools will be selected, one from each district through random sampling after cluster formation. From every school 1 Principal, 5 teachers and 10 students will be chosen. The tools of the study include Self developed Questionnaire, a semi-structured interview and Open Group discussion and Observation. This study tends to find out the perspective of students towards Happiness Curriculum classes for studying the barriers, challenges and the best practices in implementing Happiness Curriculum so as to improve the process further and better implementation techniques can be strategized and new initiatives in this regard can be taken.

Keywords: Happiness Curriculum, holistic education, implementation, stakeholders

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INTRODUCTION

Education is a continuous process that facilitates students in adjusting to a constantly changing environment. The insightful words of Swami Vivekananda, "Education is the manifestation of the divine perfection already existing in man" reiterates the necessity of comprehensive education (Banhatti, 1995). Plato believed education as the key to physical and spiritual development of a man (Williams, 2010). According to constructivism, students should be able engage themselves in the process of understanding new experiences by making connections between ideas and their prior knowledge. (Sutinen, A. 2008)

Education cannot be viewed in isolation from the pressing requirements of today's society since it serves a greater purpose. The primary objective of education is to produce self-assured, conscious, responsible, and joyful people who work as a team to create a happy, peaceful community. With the rapid changes in the employment sector and global environment, it is becoming essential that the students not only learn, but also understand how to learn. Globalization not only creates possibilities for everyone to extend their access to resources and knowledge worldwide but also gives rise to the challenges associated with competition. The infrastructure and policies of a nation should be designed in a manner so as to educate the people holistically. Therefore, it becomes necessary that the aim of education shifts towards more of critical thinking, problem solving, to be innovative and welcome new information in emerging and evolving domains rather focussing on rote memorisation. In this regard, Gandhi's philosophy of education explains that true education is a lifelong process that promotes the values of responsibility, tolerance, co-operation and socialization. Each of these traits can be considered as an essential component for the development of an individual's personality. These components can achieve an appropriate balance between societal and individual goals of education. Gandhi's 'learning by doing' philosophy encourages individuals to think creatively, critically and independently. His primary focus was to inculcate strong work culture among students from primary to higher level of education. He solely believed in 3H's namely Head, Heart and Hand as the vital source of fundamental education instead of following 3 R's (reading, writing and arithmetic). (Devi, 2019).

Also Gandhi's 'learning by doing' philosophy strongly aligns with one of the most important objective of Nation Education Policy (2020) to make learning Holistic, Engaging, Integrated and an Enjoyable process. Creation of inclusive and democratic society, recognition of individual

capabilities and process of national development are all dependent on education. The focus of today's Government is to transact Outcome – oriented education including social emotional learning in all the domains.

To attain holistic education, the system must focus on UNESCO's four pillars of learning: learning to do, learning to know, learning to be and learning to live together. There are many ways to define these 'Four Pillars of Education' but they must be included in the curriculum as an integrated entity. (Scatolini, 2010).

UNESCO's "Education 2030" states that a renewed vision for education should be:
'Comprehensive, holistic, ambitious, aspirational and universal, and inspired by an idea of education that transforms the lives of individuals, communities and societies, leaving no one behind.' (UNESCO. Education 2030)

The Universal goal stated as Goal 4 (SDG4) of 2030 Agenda for Sustainable Development accepted by India in 2015 strives to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. (Carlsen & Bruggemann, 2022). Reaching such a level of excellence, it will call for restructuring the entire education system to facilitate learning in order to fulfil all of the Sustainable Development Goals of 2030 Agenda for the near future.

Keeping this concern in mind, the learning experiences must be structured to educate learners about the impact of mankind on the environment worldwide. In regard to this, education should fulfil the economic aims as it plays an integral part in putting prepare generations to confront the challenges of the future. It must teach young generation the skills of information literacy, how to critically examine information, and how to distinguish between legitimate sources of information. Strong moral development and learning the positive values are also essential components of our educational framework, since information acquired cognitively is irrelevant without the character that can contribute to the welfare of society or the discipline to adhere to one's principles. Educating the whole person their well-being, principles, feelings, intelligence, and psychological and aesthetic needs while simultaneously helping them in selecting a career path that will enable them to fully express their creativity is what it means to educate holistically. Curriculum should be framed in a manner that it fulfils all the educational aims such as individual aims, democratic aims, intellectual aims, economic aims etc., The focus should be on moral, social, physical and

emotional development, this is what holistic education is all about. There is a need that we enrich our curriculum by including variety and content to fulfil the holistic well-being.

Initiatives are being taken globally to work on the holistic development of the students. One such initiative is The Happiness Skills Curriculum K12 developed and executed in Finland. It has been developed with collaboration with schools in Finland, teachers and researchers in 2014. This curriculum aims to develop skills to live a meaningful life, realise and use one's character strengths, application of well-being skills for oneself and the world.

The Happiness Skills Curriculum K12 is a compilation of positive education which includes transaction of happiness and well- being skills in schools. This curriculum is based on science of Positive psychology. It includes 10 well-being modules which focus on positive psychology, mindfulness, human flourishing and neuroscience. (Leskisenoja, & Uusiautti, 2017).

Positive education is a scientifically validated concept that puts a positive impact on student's learning and well – being. (White & Murray, 2015).

According to J. Krishnamurthy's ideology, 'Holistic education is worldview that includes diversity, both cultural and natural. It denies categorization, ideology and fixed answers, and instead believes in harmonious connection of all living beings. Holistic education is a process that encourages the youth to live with integrity, purposefully and creatively in a complex world.' (Venugopal, 2009).

Numerous pedagogical strategies and philosophical perspectives are discussed in the holistic education. The key principle of Holistic education is 'wholeness' aiming to include all the significant components of human experience. The main idea of this integrative approach is that learning experiences should foster more progressive and holistic perspectives of reality that include spiritual awareness and transcends materialistic outlook. Furthermore, it appears that educational experiences encourage a more harmonious growth of the individuals' relationships with various aspects of their personality (intellectual, spiritual, emotional, physical and social) as well as the interactions with other individuals; human and nature; one's inner being and the outside world; emotions and explanation; numerous domains of knowledge and different ways of knowing. Holistic education is not centred on a limited number of "basic skills" but rather on life experiences. (Mahmoudi et al.,2012).

The Buddha proclaimed that one can overcome their urges and desires, develop metal peace and think positively by using their subconscious (Fronsdal, 2005). Developing such a state of consciousness encourages people to treat others with compassion and understanding and create healthy relationships. These ancient philosophical practices reflect similarity to A. Nagraj's "Happiness Triad", which reflects a difference between momentary, deeper and sustainable happiness. (SCERT – Delhi & DOE, 2019).

The concept of "Happiness Triad" has been used in one of the initiatives taken specifically in Delhi, India, to target the well-being of students, and transact holistic education is "HAPPINESS CURRICULUM" in over 1000 West Delhi schools, catering to students in kindergarten through eighth grade has been started. (Mittal,2019). The Happiness Curriculum contains thoughts from Indian philosophies along with Aristotelian theories underlining the belief that accomplishment of certain desires does not guarantees true happiness. In order to achieve true sense of happiness, humans must work on achieving satisfaction from inside and building meaningful relationships. (Das & Ravindranath, 2022).

Post-independence, various Indian governments dealt with significant concerns in education through the introduction of new policies and initiatives as part of the development strategy such as 'Rashtriya Madhyamik Shiksha Abhiyan', 'Sarva Shiksha Abhiyan', 'Right to free and compulsory education.' etc. Yet, according to the 'British Council India' report (2014), the present system of education in India is driven by multiple goals and objectives but relies primarily on the policies of yesteryears. In April 2016, MHRD, the Indian Government's Committee for the 'Evolution of New Education Policy' recommended a number of reforms such as equal access to all educational resource, high quality education and superior teaching but was unable to devise a framework for sustainable education in India. It has been stated that 'High level Political Forum' on Sustainable Development was held in New York in July , 2017 where 'Voluntary National Review Report' of Indian Government presented that only seven out of the seventeen sustainable development goals (established by UNESCO in 2015) were highlighted which included SDG1 (No poverty), SDG2 (Zero Hunger), SDG 3 (Good Health and well-being), SDG 5 (Gender equality), SDG 9 (Industry, innovation, infrastructure), SDG 14 (Life below water), and SDG 17 (Global partnership for sustainable development.) ignoring the most important one SDG 4 – "To

ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (Mohanty & Dash, 2018)

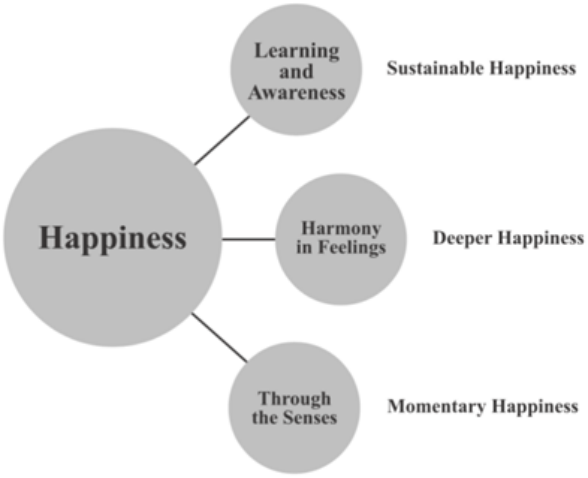
Delhi Government is working towards ensuring the holistic development of the learners. The introduction of Happiness Curriculum can be of great help in this regard. One of the main focus of this curriculum is to facilitate learners in developing self-awareness, critical thinking, mindfulness and building meaningful relationships, i.e., development of social and emotional learning (SEL) skills. Another goal of Happiness Curriculum is to help learners to become socially concerned and responsible. (Das & Ravindranath, 2022).

Happiness is an essential component in every individual's life. A person should start developing their sense of satisfaction through their social interactions. So, a teacher needs to possess the trait that will be passed on to his/her students. One characteristic that is connected to a variety of elements is personal happiness but the problem of low level of happiness is very prominent. One such study conducted by Smitha (2015) to determine the academic and psycho-social determinants of happiness among secondary level teacher educators revealed that a large number of educators possess low level of personal happiness. Special enrichment programmes should be arranged for the same.

As stated in the Happiness Curriculum framework (Pg.10.) "Happiness has now become a part of the global policy agenda. In 2011, the United Nations General Assembly recognized happiness as a fundamental human goal in Resolution 65/309 entitled 'Happiness: towards a holistic approach to development'. According to the 2015 World Happiness Report (Helliwell, et. al., 2015), schools that prioritize learner wellbeing have the potential to be more effective, with better learning outcomes and greater achievements in learners' lives." (SCERT-Delhi, & DoE, 2019. Happiness Curriculum)

Pahsyntiew &Ayophika (2021) stated Eudaimonia, a Greek term for happiness, refers to self-realization, or the manifestation and accomplishment of one's inherent potential. According to this viewpoint, maintaining a life of happiness entails living in accordance with one's inner self. That is, happiness arises from seeking self-actualization, a process wherein our innate capacities, basic desires and fundamental values lead our actions. Realizing our full potential leads to happiness. When we seek and attain our objectives and reach our full potential, we are at our happiest.

The Happiness Curriculum is developed on the basis of **Happiness Triad**, the key objective of which is to guide students in their quest to attain sustainable happiness through engagement in meaningful and reflective stories and activities.



Source: (**SCERT-Delhi, & DoE, 2019)**

HAPPINESS CURRICULUM

The Happiness Curriculum, which was introduced in July 2018 and is being implemented at 1,030 government schools in the nation's capital, aims to strengthen the foundations of happiness and well-being for all students through daily 45-minute classes that start with mindfulness and *move* on to storytelling and exercise (Sharma,2023). According to Happiness Curriculum students will have five minutes before class starts to settle in and practice mindfulness by paying attention to their surroundings. In addition to teaching children how to think critically and creatively, the curriculum will feature 40 creative activities and a collection of 20 stories that highlight the significance of understanding oneself in both the natural as well as social systems. The main idea of Happiness Curriculum is that education transacted should be an approach towards developing life skills and promoting well – being of children over excellent academic performance. This curriculum follows non examination assessment policy and there is no compulsion on teachers to adhere to a fixed schedule or cover the whole content. The teacher has the flexibility to decide whether she wants to switch to next unit or carry on with the same for a longer period depending on the need of the hour. The curriculum provides an additional perspective focussing on the

significance of happiness in educational achievement and its influence on the society besides encouraging social and emotional learning (SEL) skills among students.

REVIEW OF RELATED LITERATURE

Review of related literature assists to improve comprehension of the theoretical underpinnings of the work and to establish an interpretive paradigm in which the present study can be sited. The research problem at hand still hasn't been sufficiently addressed and deserves focus in light of previous and current developments in the field. The researcher's goal in this chapter is to offer a structure that the existing research problem can be placed within, rather than a thorough analysis of previous work on happiness curriculum.

In a study, Arora & Bohet (2022) elaborated the idea of holistic growth and development of children. This study aimed at finding the components of happiness and student's perspective on the components of happiness Curriculum. The researchers used simple random sampling technique with a sample consisting of 100 students from class VII of government schools of Delhi. A survey questionnaire was set up as a toll to acquire data from students. Exploration of the views of students on implementation of happiness curriculum reveal that they got a better understanding of their strengths and weaknesses which is important for a better life. The activities included in happiness curriculum help them to keep composed and calm and moreover, they have become better in addressing their personal and social issues. The researchers concluded that mindfulness is a key component for students' happiness. In a study led by Puri (2019), when she analysed the 'humane' aspect of humans as resources in the education sector, taking into the consideration, the 'Happiness Curriculum' as a creative method to promote emotional intelligence, the study yielded that there is a vital connection between one's emotional intelligence and one's skills at handling different social situations. On similar lines, the idea of study conducted by Mittal (2019) was to use a thematic analysis of the Happiness Curriculum stories to determine the core idea of "Happiness." The report suggests that the stories don't give us a precise definition of happiness. Instead, it informs us about the roots of happiness, such as hearty relationships with family and friends; the main factors that contribute to happiness, such as a positive mindset, pleasant emotions, an altruistic self, a compassionate outlook, etc.; and the nature of happiness, something which is that is non materialistic, determined only by humans, and that can be found within an individual and is

unrelated to the socio-political-economic-cultural context of humans. A fundamental concept regarding "Happiness" that surfaced from each story is that "the individual carries complete responsibility for gauging her/his feeling of happiness." The stories focus strongly on moral beliefs to help the children become decent people.

Another important study in this context led by Narula & Kalra (2019) aimed at exploring the perspectives of teachers on 'Happiness Curriculum' run in the Government schools of Delhi and finding the understanding of educators on impact of 'Happiness and Happiness Curriculum.' The researchers created a questionnaire as a tool for data collection consisting of seven questions to be completed in thirty-five minutes. The tool was directed to fifty in-service teachers to collect metaphoric responses expressing views of teachers taking classes of happiness curriculum along with their regular subjects about 'Happiness and Happiness Curriculum.' The teachers were instructed to give metaphorical responses for the first six questions and for the last question they had to give a representation portraying the present Happiness Curriculum. The study advocated that happiness curriculum is a desired step to help children in creating a positive outlook towards life and handle the real life situations effectively. The teachers observed constructive changes both during and after the classes. The students were seen to be more happy and cheerful. They showed enthusiasm for school activities. In another similar study done by Gupta (2020), efforts have been made to understand the pedagogical approaches and classroom implications of Happiness Curriculum. Gupta expressed the need for consideration of well-being of students in the Indian Education system. As indicated in the study, India withholds a position with highest number of suicide rate all over the globe and holds 133rd rank in the World Happiness Report. To improve this statistics and address the well-being and happiness of students, the Delhi Government introduced Happiness Curriculum in schools in July 2018 from Nursery to Class VIII in all Government schools of Delhi which has its roots in a scientific model designed by a philosopher, Agrahar Nagraj (1999) called The Triad of Happiness (SCERT, Delhi, 2019).The researcher selected a total of eight Government schools of Delhi as participants and the tools utilized were Interviews, Observations and Focused group discussions. According to the conclusion of the researcher, this curriculum had minor positive influence on children's lives and a larger positive influence on our education system could not be seen. However, the researcher suggested that the teamwork of educators, teachers and parents are essential in making our children learn to live happily. In yet another review article with similar set of findings 'Promoting Well-Being Among

Students', Haokip &Yadav (2020) reported that students are under a lot of stress and anxiety in their lives and the condition worsens as they are not prepared to handle such situations. This pressure is related to scoring good marks, getting into a good profession, maintaining a good livelihood etc. The researchers talked about the challenges being faced by the students in different situations after reviewing WHO's report and studies of different educationists. The researcher states that unhappiness and poor performance academically are two of the major challenges and are often act as a vicious circle. This article propounds that earlier, the educational institutions were more inclined towards improving the academic scores of the students. However, with changing times, emotional well-being of the students has become an important point of consideration for educators but it is still seen to be at the initial stage. The researchers also suggested preparing a structure for psychological evaluation of children. CBSE has made it mandatory to appoint at least one counsellor each at secondary and senior secondary school that would help in providing support to students in overcoming psychological issues Similar to the previous study, this article also lays importance of cultivating healthy familial and parental ties, encouraging positive learning settings, train educators to be thoughtful and understanding, offer relevant mental health support, and take measures to create the path for a society that is well aware and sensitive for the well-being of the students. An interesting case study of the Happiness Curriculum 'State-Led Education Reform in Delhi, India' conducted by Khanna & Perterson (2023) highlights the beginning, implementation and the influence of the Happiness Curriculum in relation to the educational reforms in Delhi. According to this study, the primary focus of education shifted from academic results to attainment of holistic objectives. The Government of Delhi supporting education reforms enabled the system practically as well as culturally to accept the significant changes like Happiness Curriculum. These included investing in school infrastructure, granting more authority and releasing funds to school management committees', conduction of good workshops for the Happiness Curriculum team, teachers and staff. Khanna & Perterson (2023) mentioned in their case study that the introduction of NEP 2020 redirected the curricula at state level, encouraging achievement of holistic educational goals; learner centered education by promoting more of critical thinking and less content-based learning. This case study highlighted the proposed learning outcomes under the following headings

- Development of attention and mindfulness
- Development of reflection and critical thinking

- Development of social emotional skills
- Development of a pleasant and confident personality

A very interesting feature revealed in this case study is that the Happiness Curriculum was implemented all at once in 1024 Government run schools of Delhi without any try run on the smaller sub sections of the city and when enquired, it was found that this was a pivotal feature for this reform not to leave a single student in this pilot study model due to which Happiness Curriculum is included as a non- negotiable and mandatory subject in schools and not just a one-time show. For this case study, the analysis of feedback collected from teachers on the impact of implementation of Happiness Curriculum revealed that they found it very helpful especially for subjects like Mathematics and Science as starting the class with some mindful activities, meditation etc., helps students understand the concept well and also encourages critical thinking as well. Another finding in this case study disclosed a state wide survey conducted by BCG in 2020 which revealed that the implementation of Happiness Curriculum has "had a tangible impact on students". The study finally concluded that while the implementation of the Happiness Curriculum is in the developing phase and this journey had also been obstructed by pandemic, the Government of Delhi and the associate partners have clearly stated the need for the curriculum and the impression it has had on the students.

Alam & Mohanty (2023) penned a literature review on 'Happiness Curriculum' and the Pedagogical Tools for its Effective Transaction. The authors conducted this review as they found a lack of research on happiness classes being run in the Government schools of Delhi and the criticisms on the curriculum from academics. This paper aimed at finding the meaning of Happiness Curriculum and the methodology used for its impressive transactions. A systematic review of sixty research papers was executed and the conclusions were briefed accordingly. The steps involved in this literature review comprised of framing of questions; summarizing the findings and comparing the outcomes to form a conclusive understanding. In light of the difficulties faced in conducting systematic review on happiness curriculum and pedagogy adopted, the authors organised online meetings with the experts and professors of some of the esteemed universities of India, the UK, the USA, Canada and Bhutan to understand the key steps involved in the research. As mentioned in this review paper, positive psychology is the basis of the science of happiness. It was further stated that the science of happiness is based on Bentham's and Mill's

idea of happiness that happiness is the fulfilment of basic needs and desires. All things considered, the positive school experiences play a major role in strengthening the feeling of happiness in students and vice versa. Delivering educational content confidently not only influences the attitude of the students towards workable solutions but also reinforces them. The authors believe that the curriculum should withhold a special place for sustainable happiness, policies and activities of the school.

Research was conducted on the execution of Happiness classes in the schools of Directorate of Education, Delhi. This paper focussed on highlighting the behavioural changes seen in students after the implementation of Happiness Curriculum in schools and also to view the influence of Happiness Curriculum on our minds in the different phases of our life. Many students shared their experience with the author after attending the happiness classes. A student from grade 8 shared that she has started communicating well with others and listens to the suggestions given without getting irritated which has helped her improve academically and she feels more happier than before. Similarly, a student from grade 7 stated that she has become more loving and empathetic towards her grandparents and spends more time with them helping in their daily chores. A significant number of students believed that the mindful activities in the schools have helped them in mindful eating, they could concentrate more on their studies, their performance has improved academically and an inclination towards mindful lifestyle could be seen. The teachers expressed that they could see notable decrease in the anxiety and stress level of students, progress in their academic performance and enhanced empathy towards community. Some of the parents reported and positive behavioural changes decline in the eating disorders of their children.

Pandemic made a huge impact on our lives. We had faced many challenges and also learnt ways to overcome those challenges. One such reform was seen in the field of education. Valuing this reform, Singh & Alka (2023) advocated a study ‘Happiness Curriculum: Experience during the Online Scenario’. The main objectives of this research were to study the implementation and effectiveness of the Happiness Classes during the COVID 19 pandemic and also the difficulties faced by the students during pandemic. The researchers used empirical research methodology because this research was more concerned with the qualitative outcomes rather than quantitative. A tool in the form of Google form validated by experts was created which consisted of 15 items including open ended and multiple-choice questions. The sample consisted of the 30 teachers (20

percent male individuals and 80 percent female individuals) from Government schools of Delhi and non-probability sampling techniques were used by the researcher to select the participants. Some of the important points covered in the survey were the perception of teachers about happiness classes, methodology used in online and offline mode, challenges faced by them while conducting classes in online mode, mode of teaching preferred by teachers etc. The author concluded that since the happiness curriculum is free from the restrictions of the period, subject, evaluation criteria etc., some positive changes have been observed in the students after its implementation. However, some challenges also came into limelight during pandemic such as teachers felt hesitant in conducting happiness classes in online mode, scarcity of resources and negative impact on mental health during pandemic, lack of teacher training programs for effective implementation of Happiness Curriculum. Since youth represent the nation's future, their contributions are essential for the country's growth and prosperity. Given that they make up a large proportion of the population in our country, their health and wellbeing ought to be given first attention. A study by Haokip &Yadav (2020) disclosed a significant proportion of India's young population consists of students. Many students face mental health issues that adversely affect their physical and mental well-being due to which it becomes challenging for them to make significant contributions in the progress of our country. It is the responsibility of our community to focus on student well-being. There are numerous organizations which can assist with this, especially those that encourage healthy familial and parental ties, nurture positive learning settings, train educators to be thoughtful and understanding, offer relevant mental health support, and create the path for a society that is aware and sensitive.

Another study entitled, 'Children's and Adolescents' Conceptions of Happiness at School and its relation with their own Happiness and their Academic Performance', in 2017 advocated that according to the adolescents in schools, the term happiness refers to as 'being with friends', 'being praised', 'helping', and not 'having leisure time'.

A study by Roychoudhury & Sujata (2016) stated Happiness and well-being are not conceptually synonymous; they are not hedonic or eudemonic, nor they have anything in common. Psychological well-being is achieving a state of happiness. Thus, it becomes difficult for someone who is performing well to not also be happy, but it is not alike the other way around. It can be assumed that an individual experiencing a higher state of well-being exhibit more happiness than

the one with lower well-being. Therefore, in order to ensure psychological well-being, it is essential to address both the internal and external factors.

The Western Australian Curriculum Framework's main learning objective is to provide a curriculum that nurtures personal development and welfare (Curriculum Framework, 1998). Nonetheless, minimal has been learned about the components that contribute to and define children' welfare in primary educational institutions. In the study presented in a paper by Rourke & Cooper (2010), 312 primary-aged learners happiness was determined using a wide range of tools and perspectives in addition to demographic details given by their parents. The results indicates that a sense of camaraderie, belonging, and optimism are significant factors of children's happiness and were compared with Holder and Coleman's (2008) research on adult contentment.

Curriculum analysis was conducted by the project administration during the initial years of implementation to find the skills learnt by students and their progress at each grade level. The skill sets consisted of self-awareness, social awareness, relationship, stress management, communication mindfulness and critical thinking (The Happiness Curriculum/ EEF International Forum Phase 3 – No.2 / Happiness Curriculum: Happiness class and how it is implemented). It was revealed that students faced difficulty in stress management at each grade level and on the contrary, the most developed skill was mindfulness. This might be the consequence of the mindfulness activities being executed in the happiness classes. Active participation of students, increase in attention span and better relationship between teachers and students could also be seen. This could be the result of the happiness classes where students feel they are being listened to and can express themselves freely

Another very interesting study conducted by Drukpa (2016) aimed at finding the influence of Educating for Gross National Happiness in the public schools of Bhutan. A sample of 20 educational leaders was selected and semi-formal interviews and questionnaires were used as tools. This study concluded that there has been progress in the school systems, educational leadership responsibilities and improvement in the mindset and behaviours of educational leaders. Moreover, changes in the attitude and behaviour of the teachers could also be seen which positively influenced the behaviour of the students.

In all, the review of related literature tells us that theory of social constructivism is the basis of holistic education. The concept of Holistic education is significant and it includes a wide range of

domains associated with human development. The major impact of the Happiness Curriculum is the satisfaction that could be seen in teachers and students. There is a possibility that every student cannot become happier in a 45 minutes class but the activities executed in the happiness class will progressively encourage students' critical thinking and lead them to develop skills that might be helpful for concentrating in other classes also. It is believed that a happier student makes a teacher happier and this is the most important essence of curriculum any evaluation can capture.

Considering the review of related literature, it can be seen that there are limited number of researches in this area. Moreover, no one has talked about the practical implementation at ground level in a classroom in terms of pedagogical perspective and the challenges faced in an actual happiness classroom have not been analysed which is required at a comprehensive level. This study might not take into account the impact of the implementation of Happiness Curriculum in context of diverse culture and regions.

NEED OF THE STUDY

There are a limited number of researches which include perspectives of all the three stakeholders. Moreover, there is a lack of published and continuing research on "pedagogy and curriculum in the classroom teaching of happiness as an entirely separate school subject. In addition to this, academic criticism of the approach has been made wherever it is implemented. This study would help to strengthen the existing primary level aims of education and could be used in framing a plan for secondary level. There is a strong relationship between the emotional intelligence of an individual and how they use it to address varied situations in their social environment. Students exhibiting empathy in understanding, expression and communication can handle the social challenges in a positive manner, also reflecting contentment and satisfaction. Encouraging interventions and active participation in school activities are great ways to ensure the happiness of learners.

OPERATIONAL DEFINITIONS

Holistic Education – Holistic education is an approach focussing on the all-round development of a student. It emphasises on the 'wholeness' of an individual.

Happiness Curriculum – Happiness Curriculum is an initiative implemented in the Government schools of Delhi up to grade 8^{th} aiming at strengthening the life skills of students and nurturing happiness by introducing them to different components like Mindfulness, Story-telling and Self-Expression Activities.

Stakeholders: Stakeholders refers to the individuals or a group of individuals who contribute in a particular project or decision depending upon the requirement. In this study, this term is used for school principals, teachers and students.

RESEARCH QUESTIONS

1. How are the stakeholders implementing Holistic Education through Happiness Curriculum?
2. What are the challenges being faced by the stakeholders in implementing Holistic Education through Happiness Curriculum in classrooms?
3. What are the good practices being adopted by the stakeholders in implementing Holistic Education through Happiness Curriculum in classrooms?

OBJECTIVES OF THE STUDY

1. To study the attitude of the stakeholders towards the implementation of the Holistic Education through Happiness Curriculum.

2. To explore the pedagogical strategies used by the Govt. School teachers for implementing Holistic Education through Happiness Curriculum.

3. To identify the challenges being faced by the stakeholders in implementation of the Holistic Education through Happiness Curriculum.

4. To analyse the good practices adopted by the stakeholders for effective implementation of the Happiness Curriculum for Holistic Education.

PROPOSED RESEARCH METHODOLOGY

Research Design: The study is descriptive in nature is based on the mixed method approach. This study intends to determine how stakeholders in the government schools of Delhi are implementing Holistic Education through the Happiness curriculum. The study will be conducted in two phases. In the phase one, the data will be collected through questionnaire and in the second phase interviews, observation and focused group discussion will be employed for the in-depth understanding of the phenomenon under consideration.

Population of Study: The population of study will comprise students, teachers and principals of the Government schools of Delhi.

Sampling: The sample of the study would comprise of 16 Government Schools of Delhi, one from each district, to be selected using random sampling method (Total Districts- 29). From every school 1 Principal, 5 teachers and 10 students from class sixth to eight will be selected as sample.

Tools to be used for the Study:

1. Self- Constructed Questionnaire
2. Semi-Structured Interview Schedule
3. Observation Schedule
4. Focused group discussions

Data Analysis: The majority of the data acquired for this study, apart from basic demographic information, will be qualitative in nature. Thematic analysis will be used to conduct an objective-wise study of the qualitative data in accordance with the analysis plan. The primary methods used to gather data for the study will be questionnaires and interview schedules. With the exception of a very small number of questionnaire items, the remaining data will be qualitative.

DELIMITATIONS

This study takes into account the perspective of teachers, principals and students but does not include the perspective of the parents and non-teaching staff. Further students from only class 6^{th} to 8^{th} will form sample of the study.

EXPECTED OUTCOME OF THE RESEARCH

- Being the mixed method study, the research study will provide a comprehensive understanding of the different perspectives of stakeholders in context of implementation of Holistic Education through Happiness Curriculum, providing valuable insights into the phenomenon.
- The findings would enable the stakeholders implement suitable strategies to overcome the identified challenges.
- The study will be a valuable contribution to the vision of implementation of Holistic Education through a landmark Initiative of Happiness Curriculum. It will delve deeper into the principles of Holistic Education as reflected in Happiness Curriculum Framework and will further highlight means and possibilities for its better implementation through effective pedagogical strategies and practices.

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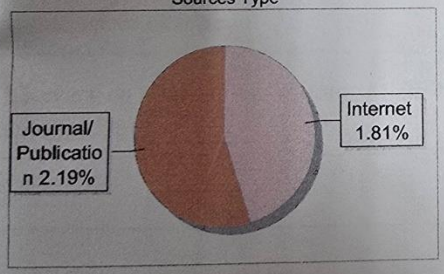

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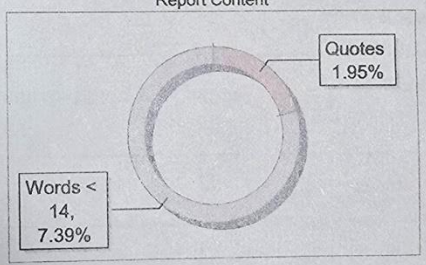

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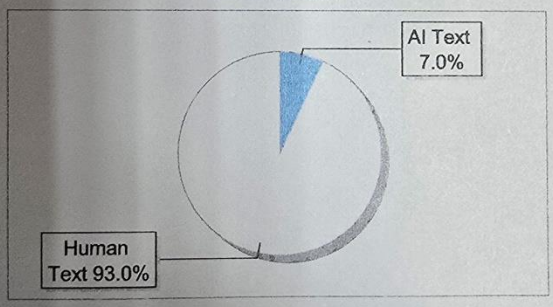

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